

THE  
JOURNAL  
OF  
THE



**APRIL  
1954**

**CONVENTION  
ISSUE**

**FRIEDA B. HENNOCK**

**FCC Commissioner**

**See Page 6**

**\* ASSOCIATION FOR EDUCATION BY RADIO-TELEVISION**

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## EDITORIAL

### LISTENERS HAVE HAVE A JOB TO DO!

Are you as a reader of the *AERT Journal* assuming your obligation as a listener in making known your attitude toward the use of performers in delivering the commercials on radio and television programs? More than that, as a dedicated leader of youth have you been discharging your responsibility to the boys and girls in the schools by exploring with them the implications of this subtle and insidious method of securing acceptance of advertised products and services?

Each of you can discharge his obligation as a citizen by addressing letters of protest to the station, the network, the advertising agency, the sponsor, and the Federal Communications Commission.

As a teacher, does not your responsibility begin with the students in your classes? But does it end there? How about your colleagues? Members of the school's PTA? The individual parents with whom you come in contact?

Educators are not alone in deploing this "huckster" trend. They have been joined by the radio-TV critics and even by the editor of that well-known organ

of show business itself, *Variety*. He has expressed his disgust with this pungent remark: "This brings to a head a sequence of personal pitchmen routines by the greats of show business which makes the yesteryear medicine men peddling their snake oil look like diplomats. Virtually every star has succumbed to their blandishments of personal agents to 'personally sell the merchandise'."

The Federal Communications Commission, in its masterful document, *Public Service Responsibility of Broadcast Licensees*, stressed the role of the public in securing improved standards of program service. Among areas that might provide assistance, the FCC mentioned industry self-regulation, professional critics, listener councils, and educational institutions. The critics and listener councils are waging a strong fight. The advertising agencies seem now to have the upper hand over the stations and networks. However, do not the schools and colleges have it within their power to create a new audience of listeners who will refuse to accept the further degeneration of the artist? Will you assist in this effort?

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**KING Broadcasting Company salutes the  
Association for Education by Radio-Television**

"KING believes in the free exchange and sharing of ideas and experience, which is the true meaning of communication, by which individuals are united into a society, and without which a democracy cannot live.

KING believes, therefore that holding a channel of communication is a trusteeship and no station can be operated effectively in the public interest unless the public are partakers in a joint enterprise for the common good."

quoted from the introduction  
to the program for the KING  
Television Institute, held in  
Seattle in the summer of  
1953.



who?

what?

when?

where?

**The University of Alabama** has established a student TV station, WABP-TV. Operation of the station is under the Department of Radio and Television, of which Dr. Kenneth Harwood is head.

**Dr. Paul Witt**, president, Department of Audio Visual Instruction, National Education Association, sailed February 4 for a four-months' tour of Europe. He is on sabbatical leave from Teachers College, Columbia University, but plans to get in touch with audio-visual personnel in some of the countries through which he passes.

**Dr. Franklin Dunham**, chief of radio and television, U. S. Office of Education, returned some weeks ago from a month's tour that included visits to California, Washington, Oregon, Arizona, New Mexico, and Texas. During that period he reports having filled 29 speaking appointments, made 5 TV

and 10 radio appearances, and gave innumerable newspaper interviews.

**Neil M. Morrison** is now director of audience research for the Canadian Broadcasting Corporation. This is a new post in Ottawa created January 1. Mr. Morrison was formerly national supervisor of talks and public affairs broadcasts.

**Charles McCuen**, news director, Station WCCO-TV, spoke on the topic, "Television's Future in Education," at the sixth annual Student Education Conference (Minnesota, Iowa, Wisconsin), held at the University of Minnesota, February 26.

**Dr. Tracy F. Tyler**, AERT Journal Editor, addressed the St. Paul Business and Professional Men's Association luncheon, February 11, on the topic, "Educational Television."

Radio-TV Institute • See Page 18

## JOURNAL STAFF

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## **My Most Rewarding Experience in TV**

**Frieda B. Hennock**

Member, Federal Communications Commission

WORKING in educational television has been the most rewarding experience of my career as an FCC Commissioner. But this is only so because teachers fought for the reservation of channels and, since then, have given their help in stimulating interest in building these stations.

There are today 245 TV channels reserved by the Federal Communications Commission for use by noncommercial educational television stations in as many communities. These are 245 potential schoolhouses of the air that can spread culture and education from morning till night, bringing teachers into the living rooms of every one of the 30 million families who have TV sets.

The dynamics of educational television as a national movement at least equal, if not surpass, the dynamics of television itself as a communications medium. The potential of educational television increases with every purchase of a TV set. The 30 million TV receivers mean 30 million potential new classrooms. To put it differently, if the 245 stations are built, more than half of all the homes

in the country will have a classroom in their living rooms. This, combined with the fact that the average family devotes five hours a day to television, constantly widens the vistas for educational TV.

Teachers must not fail to take advantage of the enormous potential of educational television. This is their golden opportunity to present themselves to the public. Teachers generally tend to keep themselves too far removed from the public and, therefore, do not get the support they deserve. If the public could know teachers as they are and see them at work on these 30 million sets, they would gain new standing in their communities.

Educational television, though a teaching tool of rare power and persuasion, is neither a substitute for the teacher nor a substitute for the classroom. It is, however, a most important teaching aid if in the proper hands—that is in the hands of the teacher himself. It should not need emphasizing that no one is better qualified to educate than educators. They can demonstrate it if given an oppor-



tunity—the opportunity to operate their own noncommercial educational television stations.

Although there are commercial TV stations which, as part of their responsibility to serve the public interest, have granted time and facilities for school telecasts, these programs do not even begin to satisfy education's need in television. Commercial stations in general cannot provide, nor in all fairness should they be expected to provide, a complete educational service. Only independent, non-commercial stations operating a full-time educational schedule, can bring such a service to the American people.

These educational stations, when established, will become an important part of our overall broadcast service, supplying a healthy complement to television as we now know it. Their special programming will allow the general public greater opportunity for education in school and at home. The result of making education available in the home and school must be an increase in the number of sets sold and wider circulation for all educational TV programs. Finally, following the highest standard of public service, these educational stations will act as a great agent to raise the aims of all broadcasting.

Nevertheless, there are those short-sighted people today who refuse to recognize these benefits of educational television; people who do not think it important for the public to be able to turn the dial and receive a noncommercial station on the air. Those people do not want educators to teach, because they fear that educational television stations might deprive the existing commercial stations of some of their audience. These fears are entirely unjustified. On

the contrary, educational television stations will create an incentive for many more viewers to turn on their sets and, once there, to turn the dial for entertainment and for the change of fare that the commercial stations offer. In that way educational television stations would attract new followers for commercial stations. Therefore, the battle line between commercial stations and educators need never be drawn; it simply does not exist. Commercial stations have a definite function to perform; but so have educational television stations in the hands of educators. For, that is where educational television belongs—and is destined to remain under the rules of the Federal Communications Commission.

AERT can bring to the surface a great deal of interest which already exists and just needs a little prodding. Each of you who reads this fine journal can help by getting in touch with leading citizens in your community to call attention to the educational channel lying idle, the channel that can serve the community day and night with education and culture. You might also try, among others, the school board, social welfare agencies, and parent-teacher organizations. You can create the nucleus that will "carry the ball" for the building and operation of these educational television stations for a nominal cost.

This, I assure you, will be the most rewarding experience of your teaching career, just as it has been of mine as a member of the Federal Communications Commission. But more, it will be a monument to you who helped procure these channels and want them utilized by educators to help this nation in the task of raising the educational level of our people.



## TELECASTING SEATTLE SCHOOLS ... For the Parents

**Wana McDole**

Coordinator of Television, Seattle Public Schools

IN my desk is a file labelled, "Unrelated TV Ideas." Many times when I am driving, working at home, or talking with friends a new idea pops up. I jot it down and drop it into my purse until such time as I get to my desk again. Many of those ideas have produced interesting programs because I was first filled with the "wonder" and the "why" of the idea myself. I feel sure there are many others who feel just as I do and so I try to share with them.

Our purpose in presenting programs from the Seattle public school system, is first to give the viewing public a look at what actually goes on in the classroom. We want people to know teachers; teachers who love their children as parents do. We want them to see teachers as real people. Our list of program purposes, though not long, is important. And we try to incorporate as many of these points of emphasis as possible in each program.

1. Simple devices are used in classroom teaching.

2. Safety and health education are "spotlighted."

3. We take a positive attitude toward the extra-curricular activities of schools.

4. Emphasis on reading as a skill is taught, not just in one, but in many subject areas.

5. Our teaching system gives special attention to a readiness for learning.

6. We place heavy emphasis on the fundamental subjects.

7. Teachers are aware of the child's need to learn the social graces, and class situations help him gain skills.

8. Reference, as a skill, is included in the learning of all subjects.

9. Self-evaluation is encouraged with a conscious effort to help the student raise his personal standards.

10. Home and school do work together. Parents are encouraged to visit school.

In all our classroom presentations we want viewers to see the simplicity of teaching. To attain that, we use on programs many little aids, which the children have constructed, and ideas which they have developed in their own



rooms. I am thinking now of a second grade program in arithmetic in which we used counting sticks made from a piece of wire and ten small wooden beads. On that same program a flannelboard was used with cutout animals to help the children learn a new number concept.

In order to let parents see the kind of learning actually taking place and the kind of relationships growing out of a classroom experience, we produce an almost totally unrehearsed program. There are some little tricks to producing an unrehearsed, unscripted program. We have learned a few of them, and there are many more which we will discover as time goes on.

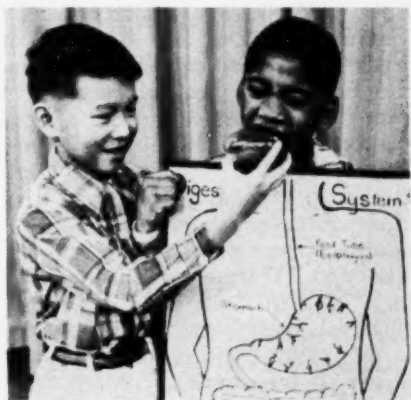
In working with a first grade reading program, for example, my first job would be to visit in several first grade rooms to see just what is being done and then to select a group with whom to start work. If the program is to be fresh and spontaneous the children need to feel comfortable and at home with their own familiar chairs, tables, and materials. This is a prime requisite, since all of our programs are produced in studios. Children need to have their own teacher with them and they need to use a method which is familiar to them. By that, I mean whatever new material the teacher may present on television that "big day" in the studio is presented as it would have been done in her classroom. There are certain steps which a teacher uses to present a story or lesson and these are familiar to the children.

I remember an instance in which the story the children were using on the program was the

story of the Gingerbread Boy. The teacher brought to the studio a real gingerbread boy cake almost 18 inches high. As the children gathered around her asking questions all the spontaneous qualities of a good program were there because they had never seen a real gingerbread boy before. One little boy asked, "Teacher I bet that cost a whole \$10.00 didn't it?" She answered, "not quite. I bought it at the bakery and we're going to divide it up so that everyone gets a piece." The children clapped their hands and as they read the new story and studied the new words there was an eagerness not found in a scripted or "many-times rehearsed" program.

Another program, based on cursive writing, was exciting because it was the first writing experience for those third grade children. While the camera looked over his shoulder, one little boy connected "a" and "t" to make a word. With light beaming all over his face he said, "Teacher, I wrote."

Many of our television programs have been based on questions which come from teachers themselves and from Parent-Teacher meetings. Just recently a consultant came back from a school meeting in which a parent had



School boys study the digestive system while TV camera records scene.



Telecast presents students from Nathan Eckstein junior high school presenting special holiday program.

asked, "How is phonics taught in the schools today?" I'm sure there are many parents who don't understand that phonics is just as important as it ever was even though we don't teach it as a separate subject. We use it as one method of developing word recognition.

In the preparation of an ad lib program, the first thing that happens is a visit to the school and the principal. A good classroom teacher is usually a good television teacher also, so it isn't so difficult as it might seem to judge a room performance. The same fine support which a teacher has with her class in the classroom will be present in the studio.

The class may or may not have discussed television. However, each teacher has a mimeographed pamphlet, "A Visit into the Television Studio." It discusses the studio in a chatty way and includes simple cartoons of the mike boom and cameras. It also shows standard TV time signals—"wind-up," "stretch," etc.—and gives the class all the information it needs as to "when," "where," and "how" to get to the studios.

There are many ways of organizing a program. Here is one! The children make a blackboard list of things which they might tell about a social studies unit. Then begins the sorting and sifting of ideas until we have a skeleton outline from which to work. Nothing is ever memorized, but the children are encouraged to think through the subject under discussion and tell or show the most interesting things about it.

A teaching program in the true sense of the word, like a program in cursive writing, reading, or citizenship, develops as a totally fresh learning experience that day in the studio and is different from the classroom approach which I have briefly described.

We feel that one of the valuable contributions to every school program is the tie-in with past and future programs through a school personality who introduces each program. A person who can develop a warm and friendly approach is valuable, and judging from the hundreds of letters received, we know that people consider him as a friend and value their visits with him to the class-

room.

Perhaps, from the many exciting things that have happened on school programs, I can share an experience or so and help you glimpse the unlimited programming possibilities.

In planning a pre-school program with children from two to five years, we chose one of the play groups from the Family Life Education program sponsored through the Adult Education Department of the Seattle public schools. These children and their mothers came to the studio the morning of the program with no set plan for the half hour's program. But we had already set up their equipment—a slide, the sand-box, tables and chairs, easels. The teacher and the mothers began to

develop a normal morning's program and the children seemed unaware of the gradual turning on of lights or the moving in of cameras and microphones. An "off-camera" commentator watched the activity and interpreted what we were seeing in relation to the value of that kind of play. One of the most exciting moments came when the camera began to go in closer and closer on a little girl who was manipulating a large lump of blue clay. Blue was a new surprise color for clay that morning and with the camera twelve inches from her hands she continued to squeeze and mold it. I expected her to reach up and touch the camera when it came so close, but she didn't; and viewers saw pictures of those round little hands

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working away on a real problem of discovery. Such experiences are rewarding and we have learned that children can be almost totally unaware of their surroundings if the adults in the situation give them their accustomed security. Lights in the studios are always turned on one or two at a time until by air-time every light is on and the children are hardly aware of them.

This brings up another important part of good television programming: learning ways of giving teachers and children security—that warm feeling of confidence we all need. There are, I suppose, as many solutions as there are people. Television is a totally new experience for most school people. They are not naturally at home in an atmosphere of cameras, mikes, strange floormen, directors, etc. Real feelings of panic and alarm can develop easily. We have tried to help by having every teacher who produces a program visit the studios beforehand. This provides her an opportunity to ask questions about the arrangement of equipment, lights, etc. I take special care to be available. We talk through the questions which she has and, because acceptance of her fears and uncertainty is important, we go through the control rooms and make the television experience challenging. Outside the studio we develop jointly a tentative format of the action, not the exact performance, because we are never sure just what will happen, but at least a tentative plan—a copy of which I have in the control room with me the day of the program. On the morning of the performance she needs a calm producer and often physical assurance, with, perhaps, a pat on the shoulder or a last minute answer to all kinds of little questions like, "How do I look? Shall I take off

my glasses?" or "Will you straighten my collar?" These are all important and I plan to be as free as possible that last hour.

This afternoon I have just returned from talking with a class of high school juniors who will question the mayor of our city next in a one of series of programs called "Seattle is our City."

A visit this morning to a junior high school science class brought this remark from the teacher as he walked with me to the door, "You know, I'm at the place in thinking about this television program where I wish I weren't doing it, but I'd be mad if you hadn't asked us."

The switchboard at the television station was flooded with calls this past week after a health education program. The children had made life size charts showing the digestive system. Where the head would logically fit on, the child held the chart under his own chin and another classmate passed him an apple to eat. Then started a series of explanations of what happens to the bite of apple. Little Godfrey even stood on his head to discover for himself that its possible to swallow in an upsidedown position because the muscles in the esophagus really do the work of swallowing.

After three years of experience in producing television programs both for in-school viewing and for community consumption, I readily admit that we have barely scratched the surface in ideas and materials waiting for production. Perhaps in my lifetime I shall sometime read that a rocket has been blasted to the moon. Certainly that will be thrilling, but now I can only say that travelling to the moon could be no more fascinating than visiting each day in thousands of homes via television.

# Is In-School Radio Effective?



## Marguerite Fleming

Assistant Director, Division of Audio-Visual Education  
Board of Education, City of St. Louis

"THIS is KSLH, your school station, in St. Louis."

These are familiar words in St. Louis area schoolrooms. They are even more familiar to KSLH staff members. Yet there is probably not one among us who does not from time to time experience a new thrill, of mingled pride, humility, and propulsion, when he hears these call letters. They are a constant reminder of the job of providing really valuable listening for in-school audiences.

To do this KSLH relies on assistance from many people—teachers, consultants, school radio-coordinators, and pupils. The first step is in the hands of radio planning committees. There is one for each area: social studies, language arts, foreign language, mathematics, science, health and guidance, art, music. Each committee decides what type of program could best supplement work in its field. If pupils are having difficulty in their study of the Iliad and

Odyssey, the language arts committee may plan and outline the general content of such a series.

A recent survey in the St. Louis schools revealed a vocabulary weakness among high school students. The appropriate radio planning committee auditioned a series called *Fun From the Dictionary*, produced by the Cleveland schools, and recommended its use as an aid in building the word power of boys and girls.

Committees also depend on suggestions of other teachers and administrators in their planning. They work closely with KSLH's three radio coordinators. Committees have shown us the desirability of pin-pointing our programs for specific grade levels; *Just Why Stories* (science) for kindergarten; *Let's Find Out science*

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Above: Visiting fireman gives first-grader a thrill. Helpers Around Us broadcast coincided with event.



experiments) for 1st and 2nd grades. This means sticking fairly closely to the course of study. It means that the material of the radio programs is relevant and can be integrated into the subject matter. It means that teachers use the radio program.

Programs are frequently revised on the strength of teacher committee recommendations. A series called *Indian Days and Ways* was shortened to seven weeks when it was pointed out that classes do not study Indians for a full semester. This is now followed by seven weeks of *Early Settlers*.

The writing of a new series, once decided upon, is delegated to one of the KSLH staff script writers. In some instances consultants, expert teachers who also have some radio 'know-how,' assist in writing. Suffice it to say, however, that radio technique in writing and production is the function of the station.

To help the teacher in her use of radio programs, each script writer prepares a handbook for the series he writes, which is distributed to all teachers who use the programs. Handbooks contain a table of contents and a foreword stating the purpose of the series; pertinent information is given about each broadcast to promote good use of programs. The handbooks are made up attractively and are clearly and neatly typed.

The *Let's Find Out* handbook serves as a good example of the kind of planning that assures facile use of the radio in the classroom. Equipment that will be needed during the broadcast is listed. For the program called "Spring Is Here"—to cite one—this includes twigs from several shrubs and trees and one paring knife or pen knife. The handbook points out

that one boy and one girl, Mr. Twig and Miss Bud, should be selected beforehand as helpers. Suggestions on how to get ready are included: "Have children bring twigs at least a week before the broadcast. Place them in water in jars to sprout." The handbook also makes suggestions on how to follow up the broadcasts and gives references and related audio-visual aids. However, it is KSLH policy not to overload manuals with long lists of books and films, too encompassing to be useful.

In the language series, *Spanish Is Fun* *Visitons Mimi*, handbooks have a particularly important role because the teachers may be no more familiar with Spanish or French than their pupils. The *Visitons Mimi* manual lists expressions which will be introduced during the broadcasts, along with pronunciations. If a song is to be taught over the air, the words are included.

Some of the handbooks contain such helps as hints for bulletin board displays or ideas for reading record charts. The *Library Shelf* manual presents methods teachers have used to encourage outside reading in myths, biography, history stories, and other areas.

Sometimes specific follow-up activities are suggested in the handbooks; sometimes on the air. But very often program content sparks the interest and imagination of children who then initiate their own projects. In several classrooms the utilization of *Helpers Around Us*, a series on community helpers, was serialized in the form of a mural. After each program, the children in one room drew cartoon-type illustrations, showing the helper who had been featured in the broadcast. The best pictures were selected for



reproduction, and a great many children participated in the planning, drawing, and coloring. A live model helped with the illustration of "The Postman," the first program in the series; on one of his daily trips to the school, the mailman visited the classroom and posed while the children drew his picture. He frequently looked in later to see how the mural was progressing.

The response of the sixth grade at the Elias Michael School for crippled children is a good illustration of what boys and girls do who decide to share some of their radio experiences. Choosing animals, plants, or insects which had caught their fancy in a *Rockwoods Trails* broadcast, they wrote brief talks and practiced them on a wire recorder. Then they colored opaque glass for slides of the Monarch Butterfly, the Yellow Warbler, or other subjects. Thus prepared, all the children in the class took part in planning and executing their unusual program at a school assembly.

It is not always possible to measure the influence of a particular program on its listeners, for it may stimulate activities outside of the schoolroom. Yet some idea of the popularity of *Rockwoods Trails*, broadcast by the director of a 3,000 acre timber and game preserve outside of St. Louis, could be seen in the flood of visitors which, as inquiries showed, his radio talks had initiated. Parents and children swelled attendance at Rockwoods Reservation last spring from 15,000 in May, 1952, to 22,000 in May, 1953.

KSLH staff members like to visit classes for firsthand observations of how programs are received. Sometimes they find time to do that.

"Mademoiselle Jeannette" of *Visions Mimi* visited a 2nd grade class to watch children as they listened to the 6th program in the series. She had been there for the first program so the children knew her as the radio French teacher. As she entered the room, "Bonjour, Mademoiselle Jeannette. Comment allez-vous?" greeted her. They answered easily when she returned the question. And when she told them in English that she was happy to be back with them, several pupils quickly said: "Merci, mademoiselle."

All of the French words they learn have been set to an original tune. They often ask to sing these French-learning tunes and the French folk songs during their singing periods.

It's fun for us at KSLH to read the letters that come from classes telling of their experiences. We value this kind of fan mail. But of even greater value to us is one good constructive criticism—for we are constantly evaluating our products to make sure that what we offer is educationally worthwhile. If a teacher finds that a program is not helpful, we want to know why. Teachers realize this is important and have been happy to cooperate by making evaluations, because they can see that their recommendations are welcomed. Their eagerness to be of help has shown up in the 100% return we get when we look to them for appraisals.

In our efforts to provide worthwhile and stimulating listening for St. Louis boys and girls, we at KSLH are ever dependent upon and grateful for the cooperation of the many teachers who so willingly give their time. Yes, KSLH is their school station!



**Gertrude G. Broderick**  
President

**YOU'LL BE GLAD  
YOU JOINED**



The Association for Education by Radio-Television, incorporated as a non-profit organization, is composed of men and women throughout the United States and abroad, who for professional reasons are interested in the advancement of education through the uses of radio and television.

Members include a broad cross-section of classroom teachers, college administrators and professors, research specialists, educational broadcasters, commercial broadcasters, writers, producers, religious leaders, a wide range of interest groups, Government representatives and others.

**Our function** is to provide leadership in the development of radio and television for educational objectives and processes. There is no single approach toward the uses of these great media. Indeed experimentation with a wide variety of uses is going forward on all fronts. AERT keeps its members informed as to the significant advances as they are being made, while at the same time it assumes its fair share of leadership.

AERT pioneered in the development of educational radio. Later it played an active part in the formation of the Joint Committee on Educational Television, which presented arguments before the FCC, leading ultimately to the reservation of special channels for non-commercial educational use.



The Journal of the AERT, published nine times a year, contains articles by some of our outstanding national and international leaders, along with practical program and promotional ideas, and helpful how-to-do-it and how-to-find-it suggestions.

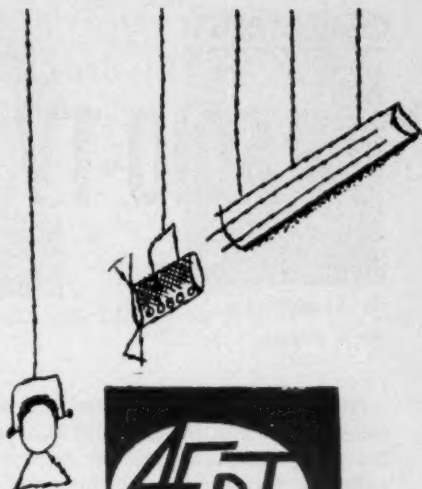
**AERT is a friendly organization.** It has a personal interest in each of its members. **Journal** articles are well planned in terms of trying to meet individual needs. Members are prepared to assist each other through exchange of materials and ideas.

**AERT Meetings**, held annually, are carefully designed to consider current problems and to provide stimulus for better performance, no matter what our special interest may be.

**Annual dues**, including the **Journal** subscription, are:

Individual .....	\$ 5.00
Institutional (organizations) .....	15.00
Institutional (stations) .....	50.00

The challenge was never greater. **The answers** must be found through cooperative effort. Don't try to "go it alone." Let AERT help you by joining today. You'll be glad you joined! Use the blank below and forward at once to Mrs. Gertrude G. Broderick, President, Radio-TV Services, U. S. Office of Education, Washington 25, D. C.



Name: \_\_\_\_\_

Official Position: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Signature of Member: \_\_\_\_\_

# RADIO-TV INSTITUTE

**Nancy S. Naylor**

Bureau of Public Relations, Ohio State University

AN "Institute Showcase," featuring live examples of educational TV programming, will be a highlight of Ohio State University's 24th annual Institute for Education by Radio-Television, to be held April 7-10 at the Deshler-Hilton Hotel in Columbus.

"Showcase" will be a part of the Institute's closing general session, Saturday morning, April 10, on the overall subject of "Educational TV Programming." Special telecasts originating at WBNS-TV in Columbus and produced by personnel from several of the nation's TV stations will be viewed for critical examination in the Deshler-Hilton ballroom by broadcasters, educators, and others attending the Institute.

The "Showcase" session is being arranged in cooperation with the American Council for Better Broadcasting, an organization of

listener councils which is holding its first national meeting concurrently with the Institute.

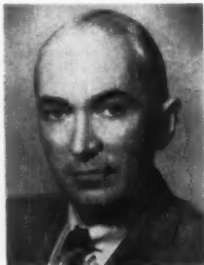
According to the Institute's director, Dr. I. Keith Tyler, director of radio education, Ohio State University, cooperation is truly the keynote for this year's Institute—for special portions of the four-day program have also been arranged by the Association for Education by Radio-Television, Joint Committee on Educational Television, and National Association of Educational Broadcasters.

The AERT has arranged a full day's program for Wednesday, April 7, while the NAEB has made arrangements for the second general session, Thursday evening, April 8. This will feature a presentation by Ted Streibert, head, United States Information Service, of the whole program of the USIS, including the "Voice of America,"



**Left:**

**John C. Crabbe**



**Right:**

**James F. Macandrew**



**BETTE T.  
GIRLING**



**RUTH  
FOLTZ**



**KATHLEEN  
LARDIE**

overseas libraries, and other services.

"AERT Day" will open at 9 a.m. with an informal coffee hour and registration for luncheon in the AERT Suite, after which members will hear the president's message of welcome.

The morning session will feature demonstrations of ways in which radio is utilized in the classroom, while in the afternoon there will be a similar demonstration of TV classroom use.

Jean A. Eicks, writer of radio-TV features for the teachers' edition of "Readers' Digest" and script supervisor for WNYE, will lead off the morning session on radio with a discussion of "The Use of Broadcasting Techniques as Teaching Devices." This will be followed by a utilization demonstration of classroom radio taken from the science series *Let's Find Out*, with

Mrs. Gertrude B. Hoffsten, coordinator, KSLH, St. Louis, as teacher, with an elementary science class.

Betty T. Girling, director, Minnesota School of the Air, will be moderator for the evaluation and discussion period following. AERT President Gertrude G. Broderick will preside over the morning session.

Luncheon at 12:30 at the Marmar Restaurant will feature William Hodapp, executive director of Teleprograms, Inc., as special speaker. His topic will be "Some New Concepts of Educational Television." Host will be William D. Boutwell, editor, *Scholastic Teacher*, and AERT first vice-president.

First speaker of the afternoon will be Freddie Bartholomew, staff director of WPIX and director of New York City's Board of Education series *The Living Blackboard*. He will speak on "Producing Edu-

**Left:**

**Luke Roberts**

**Right:**

**William B. Levenson**



cational TV Programs on a Commercial Station."

George Jennings, director of radio-TV, Chicago Board of Education, will describe his division's experience with "Making Our Own Films for TV" and present selected samples.

Selections from 1954 award-winning kinescope recordings will then be shown, introduced by Edward Stasheff, associate professor of speech, University of Michigan. The evaluation and discussion period following will be moderated by James F. Macandrew, director of broadcasting, Board of Education, New York City.

Presiding over the afternoon session will be John C. Crabbe, director of radio and television, College of the Pacific. Following the afternoon meetings, AERT members will attend the Institute Reception in the Deshler-Hilton ballroom.

Friday, April 9, will be "JCET" Day" and will include meetings of the seven-man committee and a special open luncheon.

"Critical Contemporary Broadcasting Problems" will be discussed by speakers at the opening general session, Wednesday evening, April 7. Among problems to be considered will be radio's continuing role, the future of UHF television, and "where is educational television going?"

In addition to the three general sessions and annual Institute dinner (Friday evening, April 9), some 30 special interest sessions have also been arranged.

New this year to the Institute program will be a special interest group on "Community Programming of a Radio Station," being arranged by Leon Goldstein, vice president of WMCA, New York. Another new session will be one on "Communication Theory and Educational Television," which

will consider the basic problem of how people actually communicate with each other and what they really hear and see on their TV sets. Taking part in this discussion will be a panel of specialists in psychology, anthropology, and sociology, as well as television. Chairman of this session is Ted Sherburne of the Navy Special Devices Center.

Other new special interest sessions planned for the 1954 Institute will concern the financing of educational TV, the problem of presenting music on television, and the broadcasting of labor education.

Programs winning the 1954 "Ohio State Awards" in the 18th annual American Exhibition of Educational Radio and Television programs will be announced April 5 as a feature of the Institute.

Because alert broadcasters are developing both radio and television programs dealing with threats to human freedom, a new class of entries was established this year for "programs dealing with basic freedoms." According to Dr. Tyler, "presumably such programs deal with such traditional rights as freedom of inquiry and expression, due process, and equality."

7

Other program classifications have been shifted slightly to adjust to developing trends in broadcasting and telecasting, as reflected in last year's exhibition entries. The other six TV entry classes this year include programs directed to all special interest groups, cultural programs, public affairs programs, programs of systematic instruction, programs for young people's out-of-school listening, and school telecasts.

Radio program classes this year number ten, and include, besides all of those listed for TV except systematic instruction, programs



dealing with personal and social problems and special one-time broadcasts.

School programs are divided into three in-school listening classes, for primary, intermediate, and high-school grades.

Networks, local radio and television stations, and various civic and educational organizations in both the U. S. and Canada were invited to submit as many entries in as many classes as they chose. Awards are made on the basis of purpose and content of program series in each of the 17 radio and TV classes. Programs are being judged by panels of competent authorities in radio and television education at cooperative evaluation centers located all over the nation.

### ALABAMA CAMPUS TV STATION

Students at the University of Alabama are soon to have their own campus television station. Newly-developed television camera equipment has been ordered for the Department of Radio and Television.

Equipment of the future station is so new that it was not released by its manufacturer until January.

Initially, signals of the new station are to be limited to the Alabama Union Building. Service to the whole campus should eventually parallel present coverage of student radio station WABP. Signals of the television operation are to be transmitted by coaxial cable to each receiver.

As is campus radio station WABP, the new campus television station is to be managed and operated by students. Majors in the Department of Radio and Television will have further use of the equipment as a television training laboratory.

**AERT**

Welcomes

**NBC**

as an

Institutional

Member

for 1954



*Makers  
of quality  
engravings  
for school  
publications*



*write for rates and samples...*



Teen-age problems were discussed by high school students on "Mind Your Manners" telecast.

## TV Dilemma:

# Too Few Programs Of This Kind

**Harold Hainfeld**

Roosevelt School, Union City  
New Jersey

**Who believes TV  
can aid group  
guidance . . .**

HAVE you considered some of the possibilities for using television to supplement phases of the group guidance program in your schools? There have been excellent, but unfortunately too few, programs in this field over commercial stations.

Stations WATV and WAAT, Newark, New Jersey, have cooperated with Newark school officials in presenting material of value to the group guidance program. *High School Ahead*, an after-school broadcast, was designed to bring many phases of the high school program to students in upper elementary and junior high school grades. The program is an excellent group orientation device. It shows students what they can expect in high school. While high schools have many similarities, their individual differences have made unprofitable the commercial production of 16 mm. sound moving pictures or filmstrips. Thus the broadcasts provide much information and help, not otherwise available, to the pupils in Newark and the surrounding area. Dr. Carrie R. Losi, director of guidance, and Marie Scanlon, director of radio and television, collaborated on the series.

*Report To Parents*, also televised over Station WATV, is a community relations project that shows parents many of the newer school materials and methods. This program provides an excellent group guidance technique for keeping parents and the community informed of the aims and objectives of the school program.

Pupils and guidance counselors in Eastern Pennsylvania, Southern New Jersey, and Delaware, have an opportunity to use and evaluate telecasts of the Philadelphia Schools. *The World At Your Door*, shown on Station WFIL-TV, has presented material on educational opportunities, industries, agriculture, and the military service for high school students.

New York City has made a unique effort with television and guidance. *The Living Blackboard*, on Station WPIX, is shown "on school time" for the benefit of home bound pupils. Fortunately, 85 per cent of these pupils have TV sets in their homes or hospital wards. In addition to regular class subjects—English, science, social studies, etc.—one telecast a week is devoted to information on job opportunities for these physically handicapped pupils. These television programs supplement the instruction given by the visiting teacher.

*Mind Your Manners* was a fine telecast for the social behavior development of teenagers. This program was televised last year over Station WNBT on Sunday mornings. Questions sent in by junior and senior high school students were answered by a panel of students. In many cases they acted out their solution to the problem. Topics like dating, lipstick use, posture, grooming, time to come home from dates, blind dates,

necking, and vocational and educational problems were discussed by pupils on these telecasts. Unfortunately this program is no longer televised. Must commercial stations always require a sponsor to keep educational material on the air? Finding none in this case, the program was dropped after two years of excellent results, first on radio and then on TV.

Counselors should encourage students to view the few programs now available that aid the group guidance activities. Students may visit each other's homes to view TV and to do homework assignments together. It is possible to combine both activities and have a follow-up discussion on these telecasts at the next guidance meeting or home room period.

Counselors should also view and evaluate the TV programs and then send their comments and suggestions to the stations presenting the guidance material. This will improve programs and better utilization will result. When viewing programs, teachers will be wise to consider how they would present the material if they were given the opportunity. Who knows when he might be called upon to assist in program planning during the next few years?

Much valuable material of a group guidance nature can be presented to large groups of students via TV. Topics include educational and vocational information, grooming, social information, and orientation to new school situations.

The educational stations, if they are to succeed when they go on the air, will need the help, assistance, and cooperation of all teachers. Studying, evaluating, and using the present, but limited, offerings of the commercial stations is the best preparation for that event.

## Book Reviews:

### HAVE YOU READ THIS?

The best book this writer has had the privilege of reading in recent months is a 1954 publication of the Association for Childhood Education International, 1200 Fifteenth St., N. W., Washington 5, D. C., *Children and TV — Making the Most of It*.

This 40-page pamphlet, costing but 75 cents, should be in the possession of every teacher and parent. It answers the many common questions all have been asking by presenting the views of informed people who have been working on the problems which TV has posed for homes and classrooms.

One of the strongest features of this publication is that it presents in succinct fashion six important areas, each written by a recognized authority in his field: 1. Television—Friend or Enemy; 2. Re-

search About Children and TV; 3. The Teacher's Role in Television; 4. What Effect Does Advertising Have on Children? 5. Family Problems and Television; 6. Television—Make the Most of It. A further section, and no less important, consists of a dozen anecdotal accounts—selected from a large number contributed by parents—relating the solutions parents had arrived at in their attempt to solve the problems posed by TV.

This is the publication teachers can safely recommend to parents who are having difficulty in solving their TV problems. And no sponsor, advertising agency, or TV program director who is seriously concerned with the mounting criticism of television programs will wish to miss reading it. —TRACY F. TYLER.

### A NEW "MUST" BOOK

No AERT member will want to miss reading *Mass Media and Education*, the 53rd yearbook (Part II) of the National Society for the Study of Education. This outstanding contribution to the field of the mass media was prepared by a committee consisting of Dr. Edgar Dale (chairman), Dr. Wilbur Schramm, Dr. I. Keith Tyler, and Dr. Paul Witty. It was edited by Dr. Nelson B. Henry and published by the University of Chicago Press (\$4.00), 5750 Ellis Avenue, Chicago 37.

The yearbook is intended to serve the needs of teachers, parents, supervisors, principals, and

superintendents. Unlike most books in the field, this one does not deal with educational films or radio and television programs. Rather it addresses itself to mass media which, while not prepared specifically for educational use, have effects that teachers and parents must take into account.

Perhaps a good way to appraise the significance of this volume to quote from the final chapter, "The Citizen and the Mass Media," by Robert J. Blakely of the Fund for Adult Education.

"Appropriate and adequate adult education," Mr. Blakely observes, "will not come about auto-

matically any more than will appropriate and adequate formal education of the young. Nobody, whether formal educator or alert citizen, can consider the problem of the mass media without quickly running into his responsibility to concern himself with adult edu-

cation—for himself and for others. This has been underscored repeatedly in this volume. First, the citizen must *understand*; second, the citizen must influence by *persuasion* and *example*; the citizen must *act* wisely in cooperation with others."

## SUCCESSFUL BROADCASTING BY A PUBLIC LIBRARY

You will want to read C. R. Graham's article, "New Dimensions in Education," which appears in the March, 1954 *Phi Delta Kappan*. In this article the librarian of the Louisville (Kentucky) Free Public Library outlines what the library has been doing to make itself an "ideal communication center."

Mr. Graham points out how the library has integrated itself with the classroom educational system from primary grades to university. These services are rendered through the library's 40-outlet leased-wire network, through its own 250-watt FM radio station, and through its carefully chosen film library.

---

Levenson & Stasheff:

### TEACHING THROUGH RADIO & TELEVISION

Revised Edition

*By William B. Levenson, Assistant Superintendent in charge of Elementary Schools, Cleveland; and Edward Stasheff, Television Supervisor Station WNYE, Board of Education, New York.*

"This combination of technical know-how and teaching-administrative understanding results in a practical book for the reader who wants a first look at radio and television in their relation to the work of the school. No single book that I know of is more comprehensible." Louis Forsdale, *TEACHERS COLLEGE RECORD*.

560 pp. \$4.75

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Brown & Jones:

### RADIO AND TELEVISION NEWS

*By Donald E. Brown, University of Illinois; and John Paul Jones, University of Florida.*

The first book of its kind, providing realistic exercises in addition to explanatory material covering all major aspects of news broadcasting. Twenty-three prominent radio and television news editors contribute the introductions to the various units of the book.

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**DR. TRACY F. TYLER**

## **Profiles:**

# **Journal Editor And His Staff**

After receiving his B.A. degree from Doane College, Crete, Nebraska, in 1916, Dr. Tracy F. Tyler, Editor of the *AERT Journal* since 1944, taught high school science and mathematics and coached athletics for four years. He served as a superintendent of schools for 10 years, during which time he earned the M.A. degree at the University of Nebraska and followed this with four summers of graduate work at Columbia.

Leaving his Nebraska school superintendency in 1930, Dr. Tyler completed his course work for the Ph.D. degree at Columbia during 1930-31 and accepted appointment as secretary and research director of the National Committee on Education by Radio in Washington, D.C. In 1935 he was sent to Europe by the General Education Board to study school broadcasting, followed on his return by a similar study in the United States. He was a staff member of the President's Advisory Committee on Education in 1937, did post-doctoral study at Columbia and, in 1938, joined the faculty of the University of Minnesota where he holds the rank of associate professor of education and serves as an

assistant in the Office of the President.

Dr. Tyler is the author of three books and numerous periodical articles on educational topics. His professional affiliations include life memberships in the National Education Association and in the American Association of School Administrators; memberships in Phi Delta Kappa Psi Chi, Horace Mann League, American Educational Research Association, Minnesota Education Association, Minnesota Radio-Television Council, Cosmos Club, Campus Club, and American Association of University Professors. He is also a member of the Masonic fraternity.

He is married and has five children, two girls and three boys. His wife, Helen, who holds a M.A. degree in psychiatric social work from the University of Minnesota, is a school social worker with the Minneapolis Board of Education.

Robert A. Kubicek, editorial board member of the *Journal*, enters his seventh year in the television-publishing field. He is founder and chairman of the National Television Review Board, organized in 1950 for the purpose of reviewing video programs and



**Left:**

**WILLIAM D.  
BOUTWELL**



**Right:**

**ROBERT A.  
KUBICEK**



is co-author of the first code of ethics for television.

Formerly editor-in-chief of the country's first TV magazine, he is now a sales executive with *TV Guide*, national weekly publication. He is an officer of the Chicago Television Council and has served on financial committees for educational TV in the midwest.

A native of Oak Park, Ill., Kubicek attended Northwestern University, is a member of Sigma Delta Chi, national honorary journalism fraternity; the Chicago Press club and Headlines club. A veteran of World War II and the Korean war, he holds a Bronze Star medal for service as a counterintelligence agent in Italy.

Once a week with his wife, the former Patricia Cooper, he attends evening classes at the Chicago Art Institute.

\* \* \*

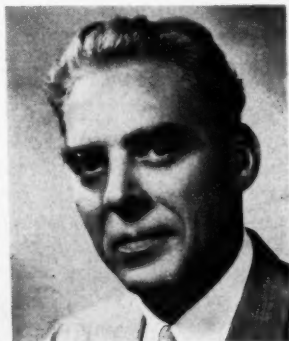
Sho Kaneko, art director of the

*Journal*, is a native of Seattle, Washington where he attended schools. He was a scholarship student to Reed, Stanford, University of Southern California, and University of Oregon.

A disciple of Maholy-Nagy of the Bau Haus movement, Kaneko has trained at the Chicago Art Institute, and has taken graduate work at the University of Washington and Illinois Institute of Technology, as well as abroad. He holds BA, BFA and MA degrees.

Art director now for the Chicago edition of *TV Guide*, Kaneko holds awards from the Carnegie Foundation and is represented in permanent exhibits at the Seattle Art Museum and Portland Museum of Art. He is a member of Grapha-Tech, honorary professional art fraternity; the Artists' Guild of Chicago and Art Directors' Club.

A veteran of World War II, Kaneko served in the Information



**Left:**

**HAROLD  
HAINFELD**

**Right:**

**GEORGE  
JENNINGS**

Right:  
**LEON C.  
HOOD**



and Education specialty section of the US Army air force. After the war he chose Chicago as his home, where he resides with his wife, a professional fashion designer.

George Jennings, business and advertising manager of the *Journal*, is director of Radio and Television for the Chicago Public schools. A past president of the AERT, he was for eight years the organization's treasurer. Prior to Jennings' association with the Chicago school system he was affiliated with both educational and commercial radio and networks stations such as WILL, NBC, KOAC, KGW and KVI.

For the past 11 years, he has been director of the School Broadcast conference, an annual meeting concerned with the utilization of radio in education at all levels.

Since the opening of WGN-TV in Chicago, he has produced and written a number of outstanding commercial and educational television programs. Currently, he is serving on the Channel 11 campaign in that city.

Jennings resides with his family in suburban Barrington where he breeds pedigreed dogs as a hobby.

Leon C. Hood, a Charter Member of the AERT, has been active in the field of radio education since 1934. He has served on the Radio

Committees of the New Jersey Education Association, the New Jersey Association of Teachers of English, the New Jersey Council of Parents and Teachers, and the National Council of Teachers of English. In the latter organization he served three years as chairman of the committee on radio.

His first appearance on radio was as a member of the cast of MacLeish's *Fall of the City* over the CBS radio network. He founded *Listenables and Lookables*, well-known listing of network programs for teachers and students.

He was co-director of the Television Workshop at The Pennsylvania State College last summer. His livelihood is earned as administrative assistant at the Clifford J. Scott high school in East Orange, New Jersey.

Harold Hainfeld is a regular contributor to the *Journal*, by providing copy for the "From What I Hear" page. A teacher at Roosevelt School, Union Hill High School, Union City, N. J., Mr. Hainfeld has his B.S. and M.A. degrees from New York University, and his Doctorate from Teachers College, Columbia University. He is active in state and local educational activities.

For the past three years he has been chairman of the New Jersey Science Teachers Association TV Awards Project. He also is president of the New Jersey Audio-Visual Leadership Council and vice president of the Roosevelt School P.T.A.

He has served as treasurer of the New Jersey AERT, and currently is president of the chapter. During his undergraduate years he majored in physical education and science, and was heavyweight on the New York University wrestling team.

## NEW YORK OFFERS NEW TV PROGRAM

New York City Board of Education is presenting a new program series, *Carousel*, in cooperation with Station WCBSTV. These programs, which began December 5, are designed for elementary out-of-school listening.

The schools provide a source of in-school and after-school activities; not merely with an attempt to show "what is happening at school" but rather to share an experience or show an accomplishment. These have included a 35-piece band, the making of inexpensive gifts, choral groups, puppetry, pageants, painting, ping pong, poetry, photography, and cake decorating.

Commercial firms are invited to submit entertainment—educational contributions. These are acknowledged but never advertised.

Public service features include dramatized appeals in behalf of such service agencies as the Boy Scouts, the YMCA, and the Police Athletic League.

Institutions which are drawn on freely for their personnel and properties include the United Na-

tions, the Bronx Zoological Society, Rutgers University, Hayden Planetarium, Museum of Modern Art, the Roosevelt House, Central Park Rink, and New York University.

Professional performers augment most programs. These may be on film or in live acts. Included have been pantomime, puppetry, shadowgraphs, magicians, interviews, balloon sculpture, and sports professionals.

The emcee is Allen Ludden—the only permanent performer. He is the "man on the carousel" and each week escorts one child from the public schools around the carousel. Balloons, festoons, and the tinkle of a caliope give one the feeling of actually moving around the carousel. Each segment of the program is a separate unit with its own setting and costuming.

No attempt is made to encompass a whole procedure. The guest child and the home viewer are made more familiar with their surroundings and possibly stimulated to pursue an inquiry into the subject matter presented.

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## WLS CONDUCTS HEALTH POSTER CONTEST

A "Good Health Poster-Slogan Contest" for grade school pupils is being conducted by the *School Time* program of Station WLS, Chicago. This contest, which closes April 16, was established because of the belief that the time to learn and establish good health rules is in childhood.

Since a large percentage of the grade schools in the WLS coverage area of Illinois, Indiana, Michigan, and Wisconsin use *School Time* programs as part of the curriculum, a substantial num-

ber of entries are anticipated.

Subject matter for the posters is left to the individual pupil. The only requirement is that the poster symbolizes the idea of good health and include a health slogan.

Winner of the contest will receive a 1954 automatic clock radio, a trip to Chicago, and a guest appearance on the WLS National Barn Dance. The winner's classroom will receive a 1954 TV-radio-phonograph combination. In addition, there will be 18 secondary prizes awarded.

## TEXAS CLAIMS RECORD

An educational broadcast prepared at the University of Texas Radio House has set a record for broadcast coverage in Texas, according to Gale R. Adkins, Radio House director. On January 31 the University of Texas program "That All May Learn" was broadcast by 133 Texas radio stations. No other educational broadcast has ever been carried by as many Texas radio stations, according to Adkins. Because the program was broadcast in each of the 127 Texas communities that has one or more radio stations, every section of the state was reached.

"That All May Learn" was a half-hour documentary program prepared at Radio House to launch the year-long observance of the Texas Public School Centennial.

Several other statewide organizations contributed to the effectiveness of the kickoff broadcast. The Texas Association of School Boards donated funds to Radio House to help pay production costs. The Association also supplied every school system in the state with advance information concerning the broadcast. The Texas Education Agency distributed broadcast recordings to cooperating radio stations.

Radio House completed recently a Centennial series of thirteen documentary programs describing the development of education in Texas. The new series went on the air in March, during Texas Education Week. The entire series is being broadcast by approximately 50 Texas radio stations.

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## ST. LOUIS AERT PLANS DINNER

AERT in St. Louis has announced an important dinner meeting, April 27, planned as the big event of a big year. According to Virginia Edwards, St. Louis AERT president, "we have been peeking behind the scenes of television, watching stations get started, marvelling at the mass of work that goes into an FCC application, and then the hectic job that goes into getting a station ready to go on the air after the construction permit has been awarded."

Delving into the intricacies of making recordings and transcriptions proved to be an exacting and fascinating business, according to Miss Edwards, and she added proudly, "of course we are lucky to have one of the finest recording studios in the country right here, along with an owner and operator

who is a member of our AERT Chapter."

Now that Channel 9 (officially KETC) is expecting to get on the air in April, the AERT dinner is well timed so as to help celebrate the event. Dr. Walter B. Emery, legal and educational consultant, Joint Committee on Educational Television, is to be the dinner speaker. His long experience in the field of communications makes him an excellent choice to lend inspiration and encouragement for those who have worked so diligently to see this experiment in community television brought into final operation. Invited guests include representatives of all local civic groups and church organizations, as well as representatives of all educational institutions.

## Is your school overlooking one of its most valuable resources?

Hundreds of schools are providing improved services today by utilizing educational programs originating from more than 100 school-owned FM and AM stations and special state-wide school-of-the-air hook-ups . . . by integrating news and current events broadcasts into the course of instruction . . . by organizing civilian defense training and air raid warning systems around classroom listening. *Day-in and day-out, in countless ways, radio is proving itself one of the school's most effective, least expensive resources.*

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classroom radio  
will enable you to  
utilize radio programs  
with maximum effectiveness**



**FREE!** 24-page book on practical radio utilization. Write today.

The one and only radio receiver engineered to meet the special electrical and accoustical requirements for effective classroom radio listening — the *Freed-Eisemann EDUCATOR*. 12 tubes, with special circuits for FM and AM reception, provide maximum sensitivity to bring in weak and distant stations clearly. Extended-range speaker overcomes accoustic deficiencies of the ordinary classroom, provides effortless listening for all pupils. Undistorted 5 watt output sufficient for auditorium use. Cathode ray tube for simple tuning. Rugged cabinet covered in scuff-proof fabricoid will stand up under the harshest treatment. Built-in antennas, phonograph connection. Specified as official classroom equipment in New York, Chicago, Detroit, St. Louis, Cleveland and scores of other school systems. *Freed Electronics and Controls Corporation, 200 Hudson Street, New York 13, N. Y.*

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JOHN C. CRABBE, Second Vice-President; director of radio and TV, College of the Pacific, Stockton, California.  
RUTH M. FOLTZ, Secretary; Station WBOE, Cleveland Public Schools, Cleveland, Ohio.  
BETTY T. GIRLING, Treasurer; director, Minnesota School of the Air, University of Minnesota, Minneapolis 14.

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KATHLEEN N. LARDIE, manager, Station WDTR, Board of Education, Detroit 6, Mich.  
WILLIAM B. LEVENSON, assistant superintendent of schools, Cleveland, Ohio.

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GALE R. ADKINS, Southwestern; director, Radio House, University of Texas, Austin.  
TOM RISHWORTH, Pacific Northwest; director of education and public affairs, Station KGW, Portland, Oregon.  
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GERTRUDE McCANCE, Canadian; supervisor of school broadcasts, Manitoba Department of Education, Winnipeg.